

Teacher/Team: First Grade	Subject: Word Work	Week of May 18 <sup>th</sup> -22 <sup>nd</sup> , 2015		
Common Core Standards	Learning Target	Strategies/Activities	Accommodations	
3.B Code regularly spelled one-syllable words.  <b>Critical Vocabulary</b>  t vowels ; vowels critical mark d patterns	Monday, May 18 <sup>th</sup>			
	I can identify/spell short and long a words using word patterns.	<p><b>Mini-Lesson:</b> Students will review the long a sound by viewing the following united streaming clip: Stories About Vowels: Ann's Wonderful Sail: Short A and Long A (Students will write the sight words in their planners during crafting time).</p> <p><b>Crafting Activity:</b> Students complete the short/long a worksheets.</p> <p><b>Assessment/Reflection:</b> Orally give students long a and short a words. Students will hold their arms up in a u shape for short vowel a words and in a straight line (one arm on top of the other) for long a words.</p>	<ul style="list-style-type: none"> <li>Below Level Intervention: One on one/small group work</li> <li>Above Level Enrichment: Brainstorm additional long a words</li> </ul>	
	Tuesday, May 19 <sup>th</sup>	<b><u>No School—Election Day</u></b>		
	Wednesday, May 20 <sup>th</sup>			
	I can identify/spell short and long e words using the word patterns.	<p><b>Mini-Lesson:</b> Students will review the long e sound by viewing the following united streaming clip: Stories About Vowels: Baby Bentley Bee: Short E and Long E.</p> <p><b>Crafting Activity:</b> Students complete the short/long e worksheets.</p> <p><b>Assessment/Reflection:</b> Orally give students long e and short e words. Students will hold their arms up in a u shape for short vowel e words and in a straight line (one arm on top of the other) for long e words.</p>	<ul style="list-style-type: none"> <li>Below Level Intervention: One on one/small group work</li> <li>Above Level Enrichment: Brainstorm additional long e words</li> </ul>	
	Thursday, May 21 <sup>st</sup>			
	I can identify/spell short and long i words using word patterns.	<p><b>Mini-Lesson:</b> Students will review the long i sound by viewing the following united streaming clip: Stories About Vowels: Iggy Pig's Lid: Short I and Long I</p> <p><b>Crafting Activity:</b> Students complete the short/long i worksheets.</p> <p><b>Assessment/Reflection:</b> Orally give students long a and short a words. Students will hold their arms up in a u shape for short vowel i words and in a straight line (one arm on top of the other) for long i words.</p>	<ul style="list-style-type: none"> <li>Below Level Intervention: One on one/small group work</li> <li>Above Level Enrichment: Brainstorm additional long i words</li> </ul>	
Friday, May 22 <sup>nd</sup>				
I can identify/spell short and long o words using word patterns.	<p><b>Mini-Lesson:</b> Students will review the long o sound by viewing the following united streaming clip: Stories About Vowels: Ozzie and the O!Eaters: Short O and Long O</p> <p><b>Crafting Activity:</b> Students complete the short/long o worksheets.</p> <p><b>Assessment/Reflection:</b> Orally give students long a and short a words. Students will hold their arms up in a u shape for short vowel o words and in a straight line (one arm on top of the other) for long o words.</p>	<ul style="list-style-type: none"> <li>Below Level Intervention: One on one/small group work</li> <li>Above Level Enrichment: Brainstorm additional long o words</li> </ul>		

Teacher/Team: First Grade	Subject: Grammar	Week of May 18 <sup>th</sup> -May 22 <sup>nd</sup> , 2015		
Common Core Standards	Learning Target	Strategies/Activities	Accommodations	
1.g : frequently occurring conjunctions (e.g., <i>and</i> , <i>or</i> , <i>so</i> , <i>because</i> ). <b>Critical Vocabulary</b> Conjunctions	Monday, May 18 <sup>th</sup>			
	I can use coordinating conjunctions to combine sentences.	<b>Mini-Lesson:</b> Watch <i>Joining Words: Conjunctions</i> on MyON.com to introduce joining conjunctions. Stop after page 13. <b>Crafting Activity:</b> Students complete the Conjunctions: Combine the Sentences worksheet about coordinating conjunctions. <b>Assessment/Reflection:</b> How does combining sentences help us with our reading? Writing?	<ul style="list-style-type: none"> <li>Below Level Intervention: One on one/small group work</li> <li>Above Level Enrichment: Write own sentences using coordinating conjunctions..</li> </ul>	
	Tuesday, May 19 <sup>th</sup>			
		<b><u>No School—Election Day</u></b>		
	Wednesday, May 20 <sup>th</sup>			
	I can use conjunctions to combine sentences.	<b>Mini-Lesson:</b> Watch <i>I Will Never Not Eat a Tomato</i> on youtube.com: <a href="https://www.youtube.com/watch?v=0Vd-0pFOFs0">https://www.youtube.com/watch?v=0Vd-0pFOFs0</a> (Charlie and Lola v01e01 I Will Not Ever Never Eat A Tomato) <b>Crafting Activity:</b> Students will complete the conjunction sentence writing activity. Students write two sentences on separate sentence strips: “I really like..... I really don’t like...” and glue two sentences together using the “and” paper glue bottle. <b>Assessment/Reflection:</b> Students share their combined sentences.	<ul style="list-style-type: none"> <li>Below Level Intervention: One on one/small group work</li> <li>Above Level Enrichment: Students create more glued together conjunction sentences.</li> </ul>	
Thursday, May 21 <sup>st</sup>				
I can identify sentences containing conjunctions.	<b>Mini-Lesson:</b> Watch pages 14-17 of <i>Joining Words: Conjunctions</i> on MyOn.com to introduce subordinating conjunctions. <b>Crafting Activity:</b> Make a chart of different conjunction words. <b>Assessment/Reflection:</b> Students search for conjunction sentences in their just right books and write them on post its. Students place their sentence under the correct conjunction on a class chart with the conjunctions listed.	<ul style="list-style-type: none"> <li>Below Level Intervention: One on one/small group work</li> <li>Above Level Enrichment: Students search for more sentences containing conjunctions.</li> </ul>		
Friday, May 22 <sup>nd</sup>				
I can create a sentence with a conjunction.	<b>Mini-Lesson:</b> Review the different conjunctions we have discussed this week. <b>Crafting Activity:</b> Explain the “Step It Out Sentence Game.” Play the game to see who can create the longest sentence using conjunctions. <b>Assessment/Reflection:</b> Students complete the Conjunctions: Sentence Drop worksheet.	<ul style="list-style-type: none"> <li>Below Level Intervention: One on one/small group work</li> <li>Above Level Enrichment: Illustrate sentences containing conjunctions.</li> </ul>		